



The State of Iowa's Early Literacy Alternate Assessment

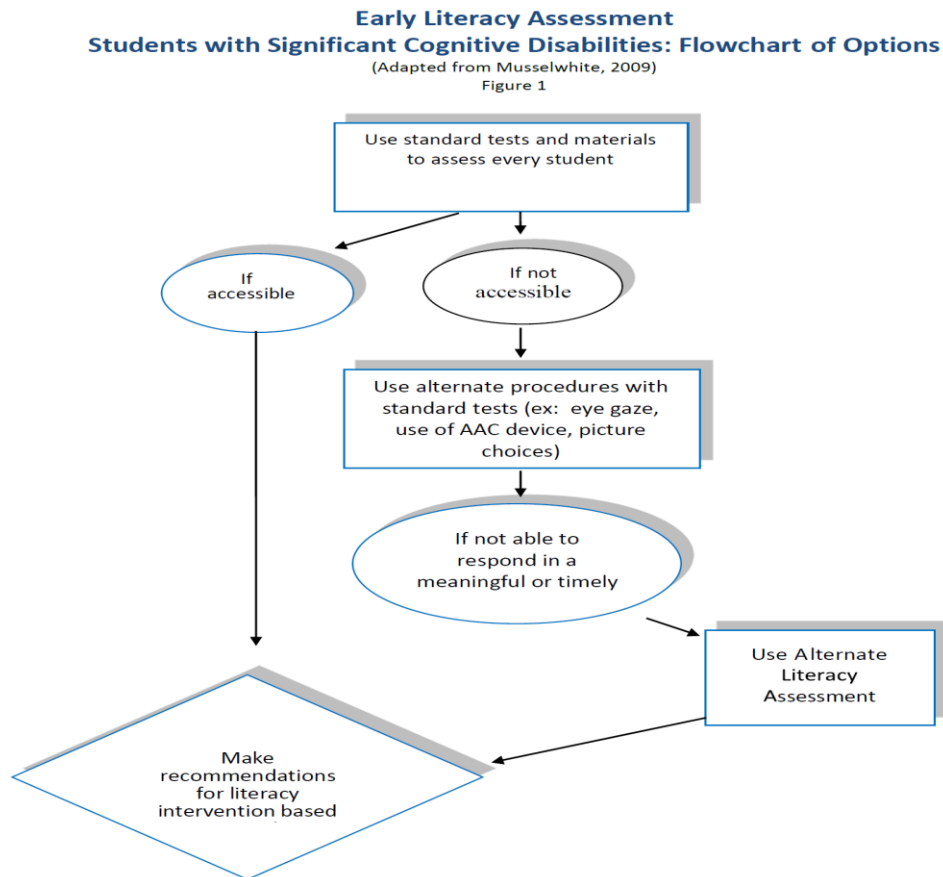
Coaches Webinar
Phase I Implementation

August 2015

Outcomes for Today

- *The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment*
 - Consideration of ELI Alternate -Flow Chart of Options
 - Criteria for Participation
 - Phase I Implementation Timelines and Requirements
 - Explore the ELI Alternate Assessment
 - Introduction Document
 - Scoring Guide Scales 1-6
 - Tentative Webinar Topics through October
 - Building ELI Alternate Assessment FAQ

Early Literacy Assessment



- IEP teams may use the Flow Chart of Options document to ensure all students are provided the opportunity to be administered the standard early literacy assessment.
- It may be necessary to use alternate procedures to access the standard tests (e.g., eye gaze, use of AAC device).
- If the standard early literacy assessment is not successful for the student, then IEP teams must reconvene to determine a student's eligibility to participate in the State of Iowa's Early Literacy Alternate Assessment.

Criteria for Participation



Iowa's Alternate Assessments Participation Guidelines

This document may not be changed or modified

The criteria for participation in Iowa's Alternate Assessments reflect the pervasive nature of a significant cognitive disability. IEP teams must select the alternate assessment as the only option for all subject content areas assessed. Students who participate in Iowa's Alternate Assessments will not participate in Iowa Assessments.

The following are not allowable (or acceptable) considerations for determining participation in Iowa's Alternate Assessments.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

The student is eligible to participate in Iowa's Alternate Assessments if all responses below are marked Yes.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student receives instruction on the Iowa Core Essential Elements which are aligned to the Iowa Core Standards but are of reduced breadth, depth, and complexity.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Iowa Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student <ol style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	Yes / No

- IEP teams will use the State of Iowa's Alternate Assessment Guidelines to make this determination.
- These guidelines are programmed into the State Web IEP.

Criteria for Participation

- It is recommended IEP Teams view the DLM Self Directed Online Module Who are Students with Significant Cognitive Disabilities?
 - https://unc.az1.qualtrics.com/jfe/form/SV_8i6PEuluLU4zRe5

Phase I Implementation Timelines and Requirements

- The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment – Iowa will be deployed in two phases
 - Phase I Cohort (2015-2016 school year)
 - Phase II Cohort (2016-2017 school year)
 - Eligible students will be selected to participate in either Phase I or Phase II
 - All eligible students will participate in the 2016-2017 school year

Phase I Implementation Timelines and Requirements

- Phase I Cohort student selection is based upon 30% of total population of eligible students in each Urban Education Network District (UEN) and each Area Education Agency (AEA)
- Each UEN and AEA will participate in Phase I

Phase I Implementation Timelines and Requirements

- Recruitment begins August 17th
- November 16th
 - Deadline for identifying Phase I schools/students
- Recommend recruitment as soon as possible to prepare educators and classrooms for implementation

Phase I Implementation Timelines and Requirements

- A feasibility study for the inclusion of Grade 3 will be included in Phase I
 - Not all third graders in Phase I must participate; however, some third grade students in each AEA and UEN will participate in order to be included in the feasibility study
 - The purpose of the feasibility study is to determine the needed supports for administering both the ELI Alternate and the DLM Grade 3 AYP Assessment

Phase I Implementation Timelines and Requirements

K-3 Alternate Assessment Students	30% Population	No# of Students Each AEA	No# of Students Each UEN
K= 229	68 students	4	4
1 st = 222	67 students	4	4
2 nd = 240	72 students	4	4
3 rd = 335	100 students	6	6
Total= 1,030	309 students	17	17

Phase I Implementation Timelines and Requirements

Early Literacy Alternate Assessment Activities 2015-2016



Assessment	Fall Assessment Window	Winter Assessment Window	Spring Assessment Window
ELI Alternate Assessment (Phase I) <ul style="list-style-type: none"> Grades K-3 	N/A	1/4/2016-3/1/2016	3/7/16-5/20/16

Date	Activity
8/19/15	IDOE ELI Alternate Assessment Coaches Webinar
9/16/15	IDOE ELI Alternate Assessment Coaches Webinar
10/14/15	IDOE ELI Alternate Assessment Coaches Webinar
11/16/15	IDOE ELI Alternate Assessment Coaches Webinar
12/1/15- 1/4/15	Phase I Teachers trained on required ELI Alternate Assessment Training Teacher Rosters and Student Profiles completed in IDOE ELI Data System
1/4/16	ELI Alternate Assessment Winter Assessment Window opens
1/13/16	IDOE ELI Alternate Assessment Coaches Webinar
3/1/16	ELI Alternate Assessment Winter Assessment Window closes
3/7/16	ELI Alternate Spring Assessment Window opens
3/9/16	IDOE ELI Alternate Assessment Coaches Webinar
4/13/16	IDOE ELI Alternate Assessment Coaches Webinar
5/19/16	IDOE ELI Alternate Assessment Coaches Webinar
5/20/16	ELI Alternate Assessment Spring Assessment Window closes

Learning and Doing

- *The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment*
 - Digging deeper and planning for Phase I Implementation
 - Introduction Document
 - Scoring Guide

Tentative Webinar Topics through October

- Exploring Coaching Supports
 - Quality Indicators for Literacy Instruction Students with Significant Disabilities
 - Classroom Action Plan

Building ELI Alternate Assessment FAQ

- Submit questions within survey monkey
<https://www.surveymonkey.com/r/633VMZK>
- Link also posted alongside recorded webinar on IDOE Alternate Assessments webpage
 - Flow Chart of Options
 - Criteria for Participation
 - Phase I Implementation Timelines and Requirements
 - Introduction Document
 - Scoring Guide Scales 1-6

Contact Information

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